



Using Restorative Justice Practices to Support Students with Intensive Behavioral Needs Session 6A

Presenters:

Lori Lynass, Sound Supports

Travis Hall, Renton Academy

- **Topic:** Restorative Justice Practices
- **Keywords:** Restorative Justice, Alternative Settings, Equity



Learning Objectives

- 1. Learn about the use restorative practices in alternative settings*
- 2. Understand how one school has put these practices in place*
- 3. Learn about relevant resources to guide implementation in your school or district*



Acknowledgments for Contributions

This work is built on many peoples work:

- Jeff Sprague
- Johnny Phu
- Carol Frodge
- Katherine Evans
- Dorothy Vaandering
- Ted Wachtel
- Joshua Wachtel
- Jessica Swain-Bradway
- Bella Bikowsky
- Amos Clifford
- Renton Academy
- Oakland School District
- International Institute of Restorative Practices



Honoring Indigenous Roots

- Restorative Practices have many indigenous and first nations roots that should be recognized and honored.
- The model that has evolved in schools closely models the Ojibwe people's model known as Biidaaban. *Bii* means the future, *daa* means the present and *ban* means the past.
- The goal of *Biidaaban* is for people who have harmed to take responsibility for the harm they have caused, be accountable to the community and to people they have hurt, publicly apologize and make amends and restitution.

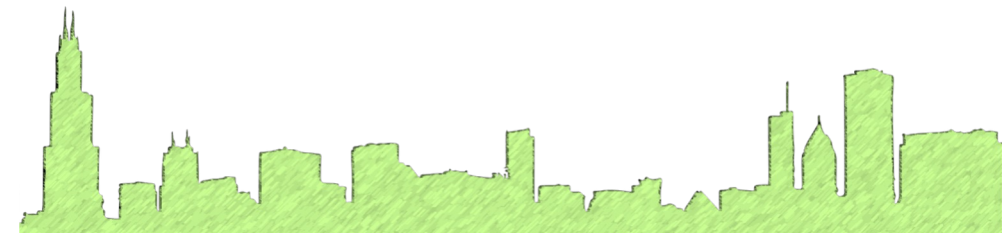


Connection Before Content

Would you rather....

How are you arriving today on a scale of 1-5?
1 being low and 5 being high?

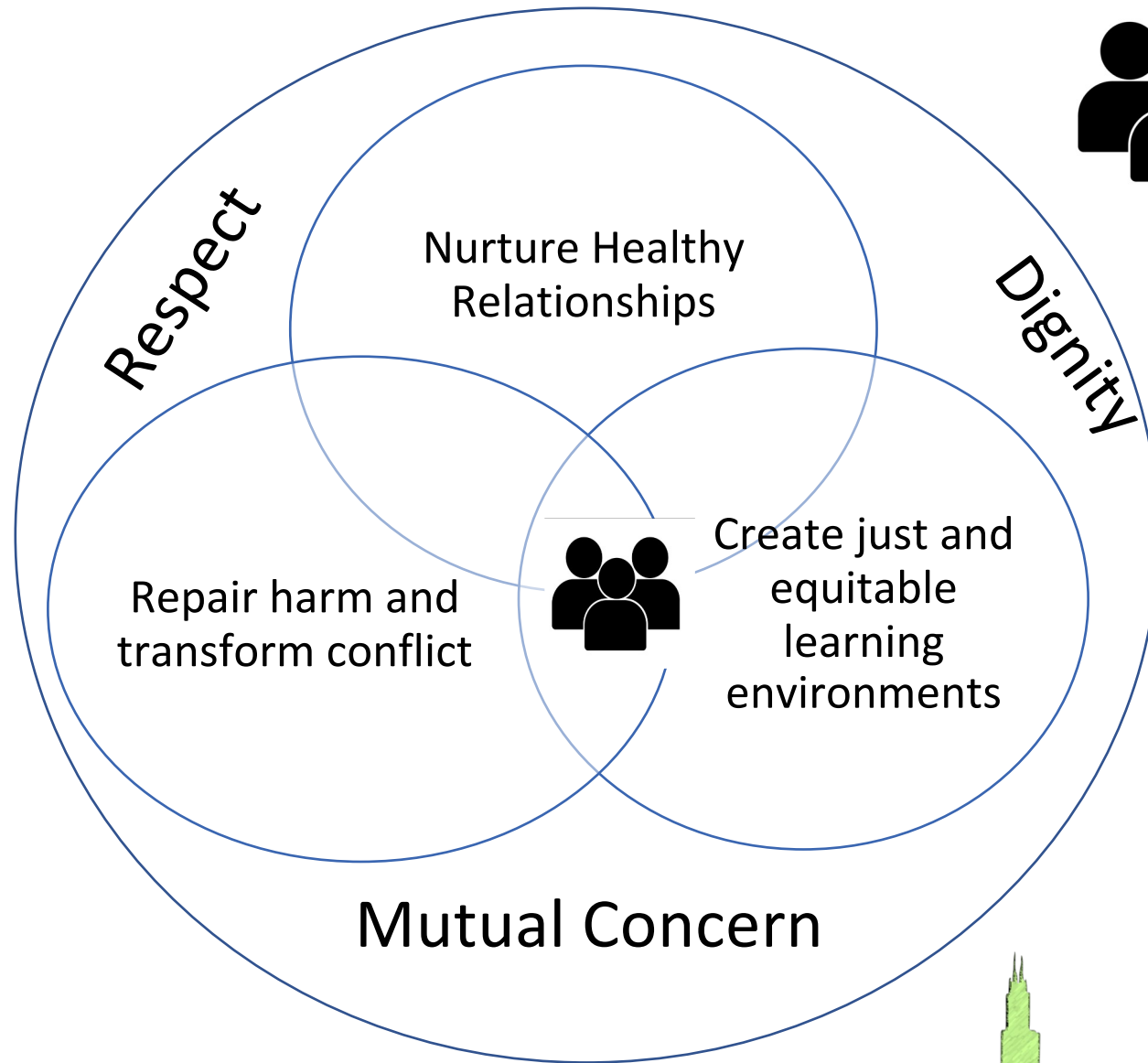
- Would you rather face a zombie apocalypse or an alien invasion?
- Be on a survival reality show or dating game show?



Restorative Practices Defined

Restorative practices cultivate a culture in which everyone feels like they *belong*. They build a particular *sense of community* in which every member-students, staff, parents, and community members, feel that they are *seen, heard, and valued*.





**People are
worthy and
relational**

**People who
feel worthy
have a strong
sense of
belonging**



Three Central Components of Restorative Practices

- Restorative is not what we do, but how we are in relation to one another. The circle can be a central part of this.
- We have to do **WITH** versus To or For
- We need to gain voice and input in decision making

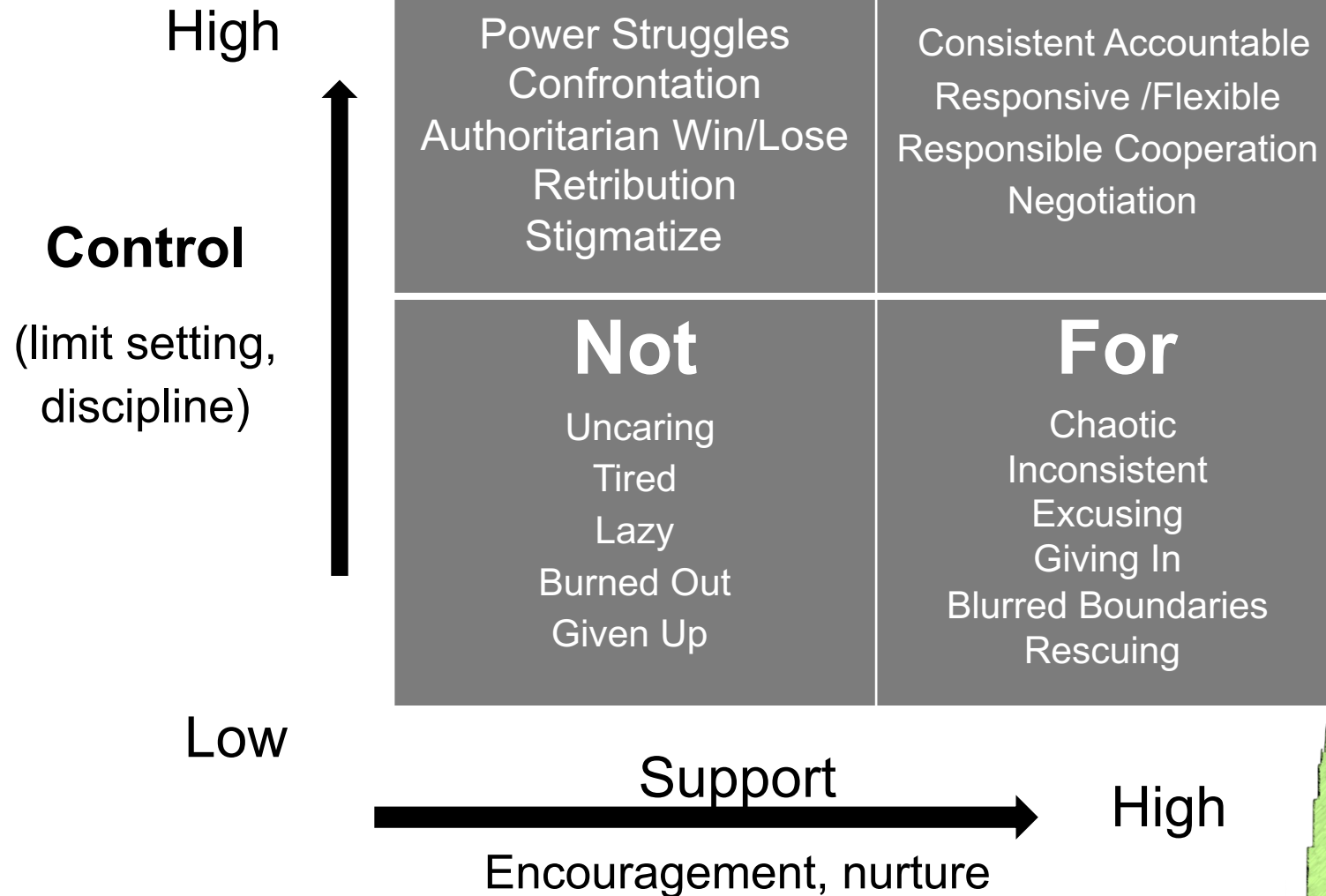


Characteristics of Restorative Schools

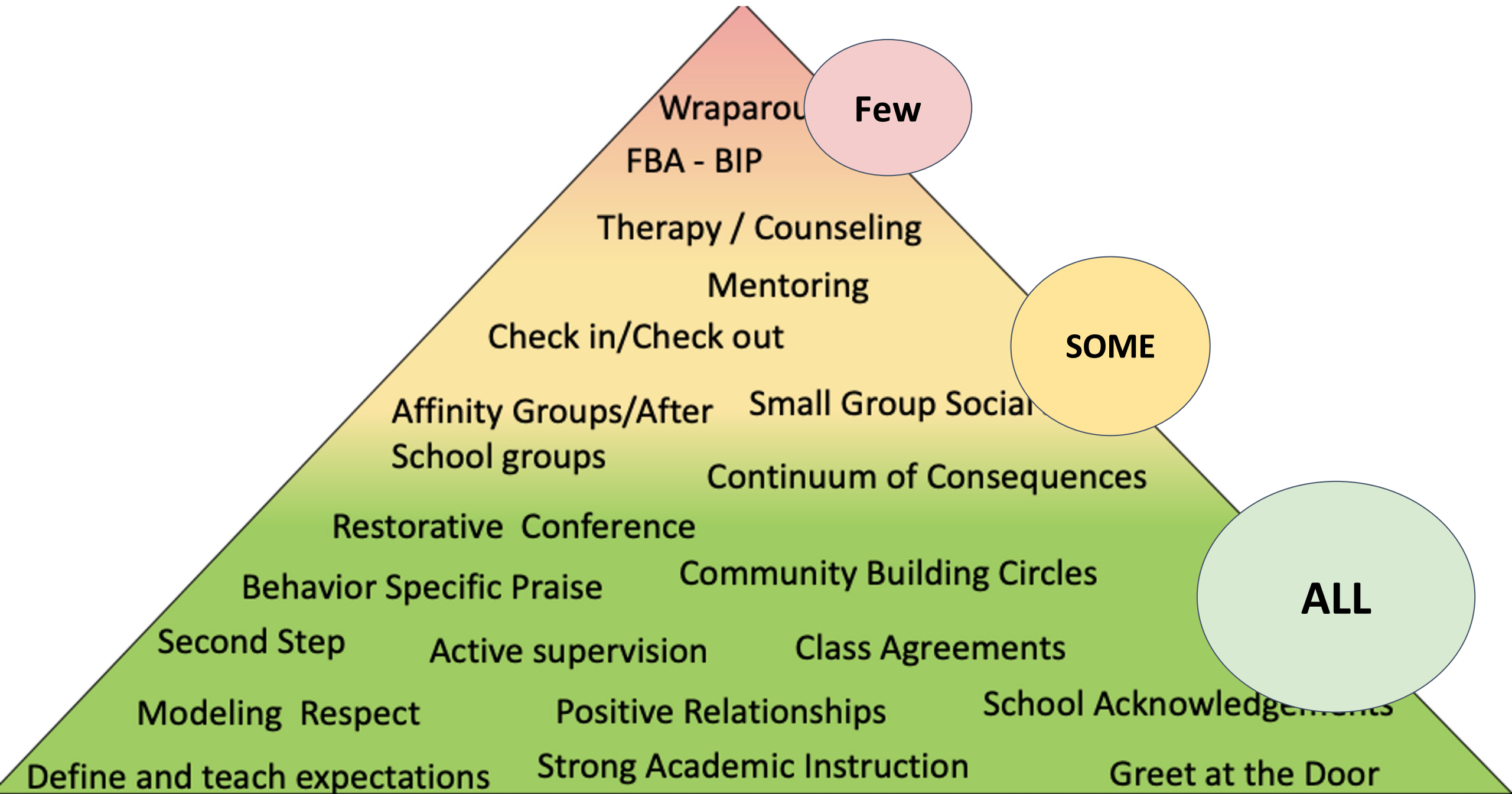
- ✓ Educators are models of restorative practice
- ✓ Physical environment promotes an ethos of care
- ✓ Emotional environment promotes an ethos of care
- ✓ School policies and practices focus on restoration
 - Conflict resolution
 - Flexible policies including differentiated discipline

Jeff Sprague

RESTORATIVE PRACTICES: Social Discipline Window



The Restorative Practices Handbook
by Bob Costello, Joshua Wachtel and Ted Wachtel



Students

- Negative school experiences
- Rarely feel successful
- Low levels of self-esteem
- Negative thinking patterns
- Targets of bullying and harassment

Staff Members

- Demands: preparation, time, effort
- Minimal breaks throughout the day
- High burn out/turnover rates
- Trained in de-escalation techniques, rarely preventative strategies

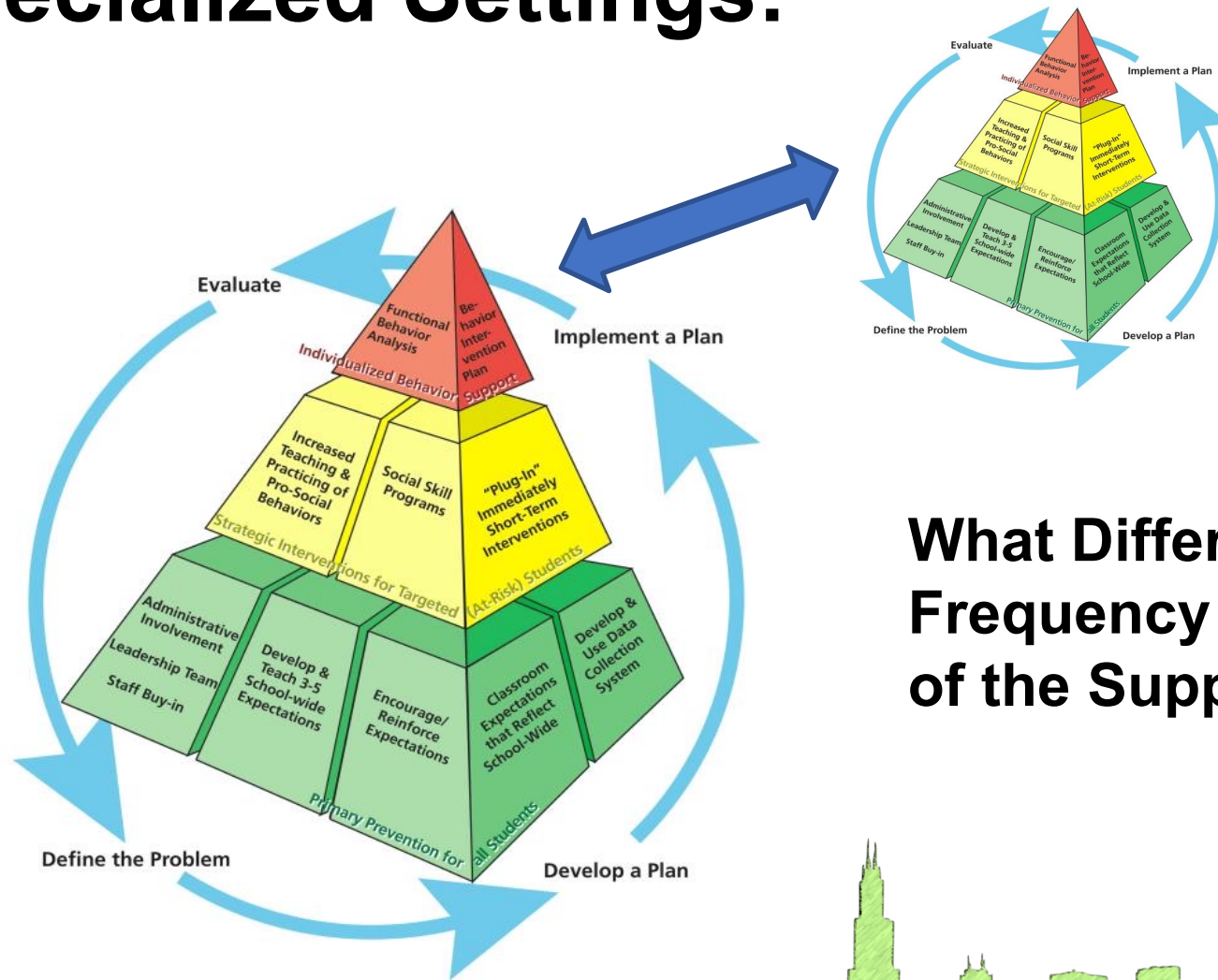
Schools

- Inconsistency in language/procedures
- Differing perspectives
- Use of seclusion/restraints/punishments
- *(Downs & Arzamarski, 2016; Scott & Cooper, 2013)*

Characteristics of Alternative Education Settings



The Three-Tiered Model Exists Even in Specialized Settings:



What Differs is the Frequency and Intensity of the Supports



Renton Academy

Restorative Practices in an Alternative Setting



National PBIS Leadership Forum

Program description

- Approximately 50 students K-12 in the Renton School District and surrounding school districts on contract
- A “Re-EDucation” school
- Student population is
 - 100% special education
 - 80-90% free and reduced lunch
 - Appx 85% male
 - Demographics
 - 32% African American
 - 24% White
 - 22% Multi-racial
 - 18% Hispanic



Historical Perspective

- Renton Academy opened in 2006 and based on Re-EDucation framework of Nicolas Hobbes
- Ongoing cycles of evaluation and editing of discipline and academic intervention system (MTSS)
- AM/PM goals groups have been consistent throughout
- Began formal training in Restorative Practices in 2015-2016 school year
 - Many restorative practices were aligned to Re-EDucation framework and established practices.



What do Restorative Practices look like at Renton Academy?

- General milieu
- AM/PM Groups (circles)
- ROCKS talks (Respect, Ownership, Collaboration, Kindness, Safe)
 - What happened?
 - What were you thinking/feeling?
 - Who did you impact?
 - What do you need to do to make it right?
 - **NOT** – You need to apologize
 - Make a plan to do so.
- Harm Circles



AM/PM Circles

Morning Circle

- Check in
 - How are you doing?
 - Big Joy scale?
- Question of the day
 - Would you rather...
- Commit to goal
- T/C Business

Afternoon Circle

- How did you do?
- Peer and T/C feedback
- T/C Business
- Positives



Harm Circles: To avoid entirely or reduce exclusionary discipline

- Students, Staff and Families (as appropriate/available) meet with a facilitator who was not involved in the incident.
- Every student gets a T/C ally and is presented with the questions ahead of time. (Expressive and Receptive language deficits are common)

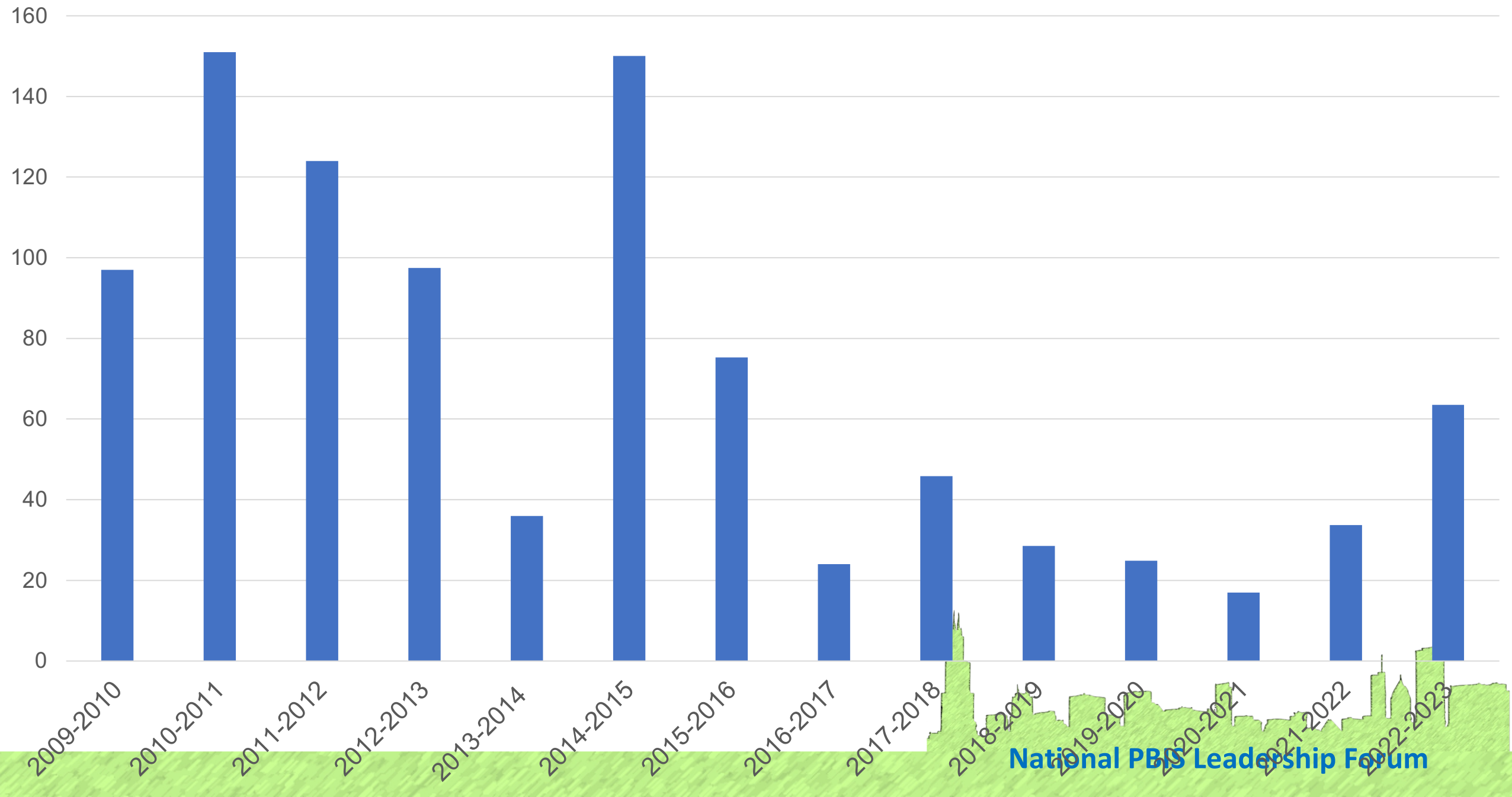


Restorative Ally

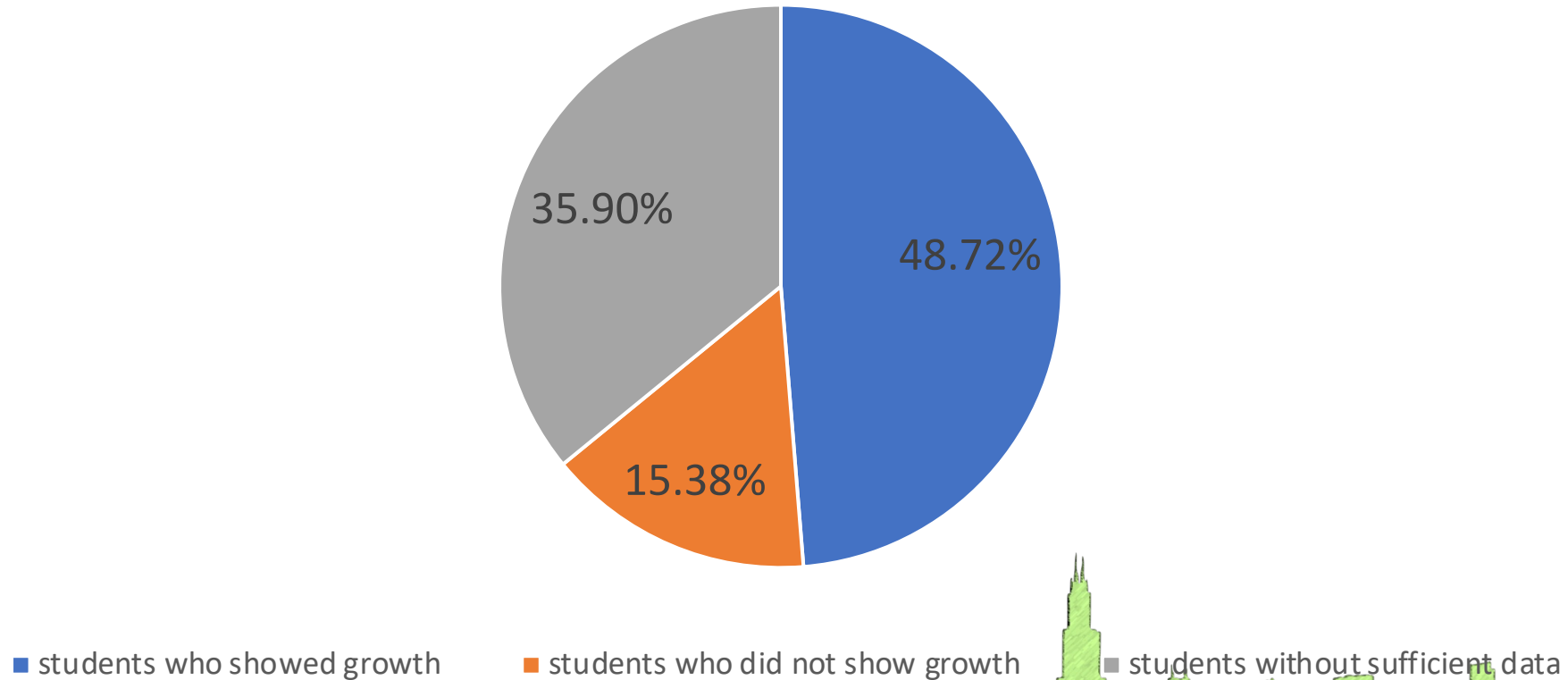
- If the student is in out of school suspension the ally will reach out to the student to prepare them for the circle.
 - What happened?
 - What were you thinking at the time?
 - What have you thought about since?
 - What do you need to do to make things right? What can you commit to in order to support this person going forward?



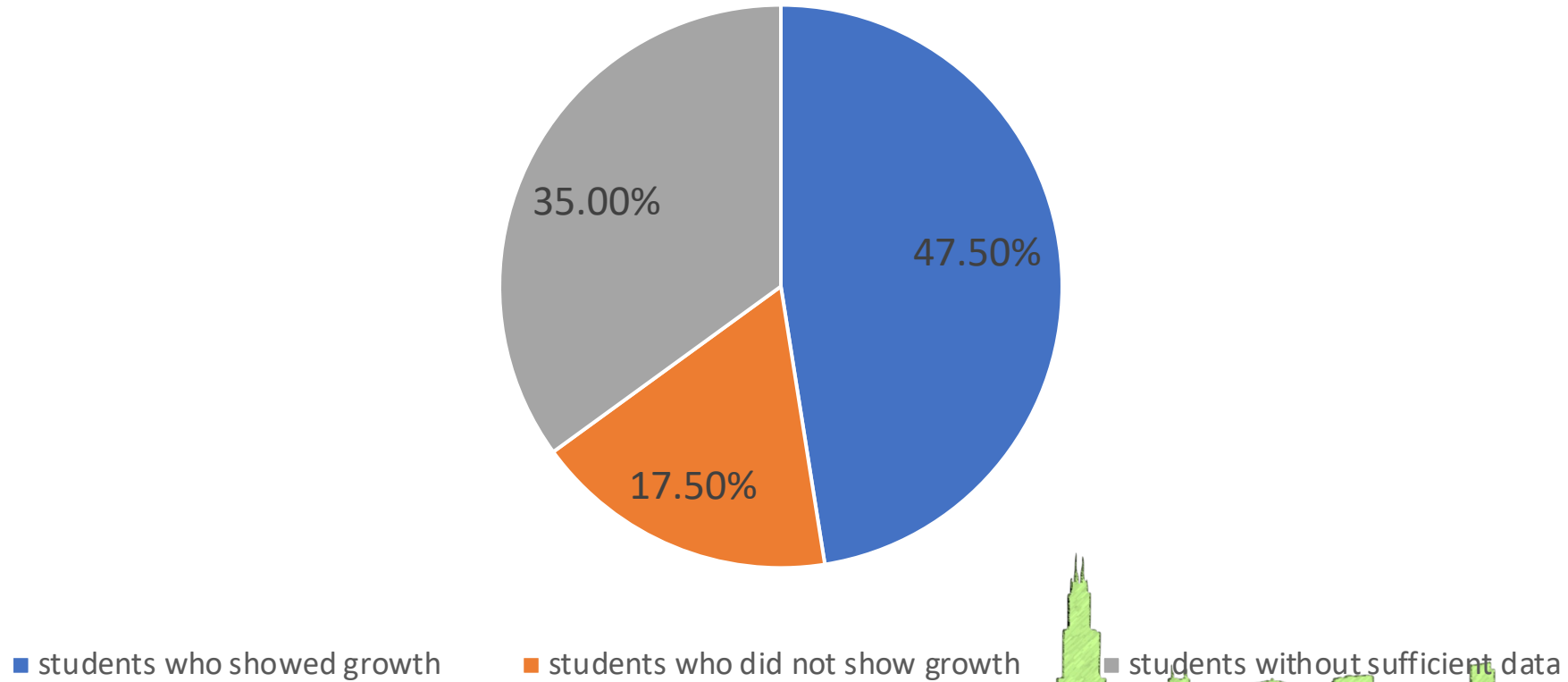
Exclusion days



I-Ready Data – Reading



I-Ready Data – Math





Final thoughts

- Restorative Practices are not an “instant fix”
 - Re-EDucation states “Time is an Ally”
- Restorative Practices are not just harm circles, they permeate all aspects of the day
- Relationship is a cornerstone

Students with greatest I-Ready reading growth

- MS Student A – 478% of expected
- MS Student B – 468% of expected
- MS Student C – 350% of expected
- MS Student D – 311% of expected
- MS Student E – 284% of expected
- HS Student A – 57 points increase
- EL Student A – 225% of expected
- MS Student F – 156% of expected
- HS Student B – 23 points increase
- EL Student B – 150% of expected

RA students K-8
averaged 156%
growth



Students with greatest I-Ready Math growth

- MS Student A – 367% of expected
- EL Student A – 267% of expected
- EL Student B – 283% of expected
- MS Student B – 213% of expected
- HS Student A – 28 point increase
- HS Student B – 27 point increase
- EL Student C – 163% of expected
- EL Student D – 148% of expected
- MS Student C – 133% of expected
- EL Student F – 122% of expected

RA students K-8
averaged 135%
growth



Questions?

- Lori Lynass –
lori@soundssupportsk12.com
- Travis Hall -
Travis.Hall@rentonschools.us



Please Complete this Session's Evaluation

10/27/2023

Session ID- 6A - Using Restorative Justice Practices to Support Students with Intensive Behavioral Needs

Four options, pick one!

1. Mobile App

Click "Take Survey" under the session description.

2. QR Code

Scan the code on this slide.



3. Online

Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

*Evaluations are **anonymous!** We send reminder emails to all participants.*

National PBIS Leadership Forum